Summer 2018

A Curriculum For Teaching Elementary-Aged Spanish-Speaking Students To Read In Spanish

Kelly Kum
Hamline University

A CURRICULUM FOR TEACHING ELEMENTARY-AGED SPANISH-SPEAKING STUDENTS TO READ IN SPANISH

by

Kelly Kum

A capstone submitted in partial fulfillment of the requirements

for the degree of Master of Arts in English as a Second Language.

Hamline University

Saint Paul, MN

August 2018

Primary Adviser: Susan Manikowski
Content Expert: Tanya Novak
Peer Editor: Emily Wendlandt

To Mac and Armani for your patience and love as I complete this capstone process.

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CHAPTER ONE

Introduction

I am in my third year as an English as a Second Language (ESL) teacher at an elementary school in a suburban area of Minnesota. Prior to obtaining this position, I was a Spanish teacher for 14 years. My current school has a high number of ESL students, mostly from African, Hmong, and Latino cultures. Partially due to our high percentage of English learners (ELs), our test scores often lag behind others in the district and the state. We have noticed our Latino population is the group of students that struggles the most in reading and math. The poor performance of the Latino subgroup, along with my observation of one student's limited progress, led me to my research question: *What materials are most effective in teaching beginning Spanish literacy to native Spanish speakers in second and third grade to build a strong literacy foundation in their first language?*

Chapter Overview

In this chapter, I will specify the reasons I am pursuing this topic and the personal significance to me, and I will explain why I changed my focus from a thesis to a project. Then I will describe the stakeholders that could benefit or be affected by this research, including my ESL students, their families, my colleagues, and my school and school

district. Next, I will explain the professional significance of my project, including the educational reasons for choosing this topic and what I hope to learn. Finally, I will conclude with a summary of the chapter and a brief description of my next chapter, which is a literature review.

I first began teaching Yolanda (a pseudonym) in September of 2016 when she was in first grade. She was born in Puerto Rico, but had moved to the US before starting kindergarten. Her parents speak only Spanish at home, so she came to school with almost no English. She was in my lower proficiency ESL group when she was in first grade, and she struggled to catch on to reading. Now as a second grader, she is still a struggling reader and is one of the lowest readers in her class. In thinking of ways to help her catch up to her classmates, I often wondered if learning to read in Spanish, her stronger language, would help her learn to read in English, as well. I had read in Wright's (2010) textbook that it does not matter what language someone learns to read in; the ability to read will transfer to the new language (p. 43). I think that if Yolanda learns to read in Spanish, she can transfer this skill to English and become a better reader in English.

Our school writes a report once each trimester to document the percentage of students who met grade-level goals in reading and math, and whether the grade level as a whole met the goals teachers set. The data is also broken down into different demographic groups to make sure each subgroup is making progress towards the goal and there is not a significant gap between the subgroups.

As a school, we have noticed that the Latino subgroup often lags behind other subgroups in many of the reading and math goals. Our principal wants us to focus more on the Latino subgroup to try to find ways for students to improve their reading and math

proficiency. I believe that first language support for students who speak mostly Spanish at home will help.

Journey to Research Project

I first became interested in teaching my Spanish-speaking students to read in Spanish when I attended an ESL parent engagement event at my school in the fall of 2015, my first year in the district and my first year teaching ESL. We were having an open discussion with Spanish-speaking parents about topics they were interested in learning more about so we could better serve them and their children. Some parents showed interest in having Spanish language and reading classes for their children. Another teacher and I considered creating a class after school for Spanish-speaking children, but it never came to fruition for a variety of reasons. One reason being that we were not quite sure how to go about teaching the classes and selecting resources to use for instruction.

In the summer of 2017, I took ESL 6612, Advocating for English Language Learners. In this class, while we were learning about the benefits of understanding the home language, I read several articles about why it is helpful for students to learn to read in their strongest language first. I recalled the interest expressed by our Spanish-speaking families to have their children learn to read in Spanish and immediately made the connection to these readings. I began to think about how I could use my background and Spanish-speaking skills to teach native Spanish-speaking students to read in their first language.

Before teaching ESL, I had been an elementary and middle school Spanish teacher for 14 years. I am very happy to have the opportunity to continue using Spanish

in my new position as an ESL teacher at my school. I often interpret for parents who come to the office with questions, make phone calls, and translate many of the documents that go home to families. Additionally, I am able to conduct parent-teacher conferences in Spanish if needed. Through all of these activities, I have begun to build relationships with many Spanish-speaking families at my school. This has given me the confidence to teach reading in Spanish to native Spanish-speaking students.

I also work with Spanish-speaking newcomers who have recently moved to the United States from a different country. I use Spanish with them to help explain school rules and procedures, and I also teach math concepts in Spanish so they can continue to learn content while acquiring the English language. Due to the background and experiences I have had with the Spanish language, I am very interested in continuing to use my Spanish skills by teaching students how to read in their home language.

Teaching Spanish literacy skills to Spanish speakers. I know that teaching native Spanish speakers Spanish when it is not my first language will be more of a challenge than teaching non-Spanish speakers the Spanish language. Instead of teaching the basics of Spanish, such as greetings, numbers, school supplies, etc., as I was doing as a foreign language teacher, I will instead be teaching phonics skills and reading strategies in Spanish.

I also will not be teaching reading quite the way it is done in English. For example, I will need to practice the Spanish alphabet and phonics with students so they learn what sounds the letters make in the Spanish language. I will need to investigate whether there are decodable readers, books that can be easily deciphered based on the phonics of the language, in Spanish because translating English decodable readers into

Spanish will not work the same way; they may not necessarily all follow the same sound patterns as they do in English. Therefore, I decided to spend time researching materials for teaching Spanish speakers to read instead of doing action research as I initially intended.

Initial research direction. My original idea for a capstone research topic was to see if teaching students to read in their first language, Spanish, would help them improve their reading skills in English. However, I did not think it would be feasible to find resources for teaching Spanish literacy to native speakers and conduct the action research plan in such a short time frame. I would need to dedicate a good amount of time to researching quality teaching materials and come up with a scope and sequence for how to teach the materials; I would then need to use those materials to teach the students, assess their progress, analyze the data, and come up with results and conclusions based on the data. I decided it would be better for me to focus on the first part of this process and carry out the action research after I have assembled the resources. Furthermore, I am planning to conclude my Master's degree program this summer, so that is when I would want to do the action research. However, school is not in session during the summer, so it would be very challenging to coordinate meeting with students to teach them Spanish when they are on summer vacation. For these reasons, I decided to change my topic to a research project where I gather the resources I need and organize the steps for teaching Spanish speakers to read in Spanish. Once I complete this project, I will be able to conduct the action research with my students in the fall of 2018.

Stakeholders

Students and their families. The most important stakeholders in my project are my students and their families. Through the process of learning to read in their home language, I hope my students will feel proud of their identity and the heritage of their families. I also hope my students will be able to communicate better with members of their families who only speak Spanish. Additionally, I hope that their ability to read in Spanish will improve their reading proficiency in English. I plan to get input from the Latino families in my school through a survey to make sure they are interested in their children learning to read in Spanish (Appendix A). Some parents expressed interest in this instruction two years ago, but I want to make sure they still want this for their children. I intend to continue collaborating with the parents throughout the research process because I want to do as Creswell (2018) suggests in his description of the transformative worldview and not marginalize the families by doing what I think is best instead of listening to their ideas (p. 9). Parents could volunteer to assist me in teaching the students, provide input in the resources I choose, and give feedback throughout the process to help decide if instruction should be continued.

School colleagues. My ESL colleagues would also be stakeholders in my research project because I will be working collaboratively with them. They would help me select students to participate in the classes, suggest resources I could use, and be peer advisers and sounding boards for my ideas. My research project could also inspire similar projects for students who speak other languages. For example, we have many Hmong students in our school, and one of my ESL colleagues is also Hmong. She could consider teaching the Hmong language to some of our Hmong students. Additionally, one of my colleagues

speaks Vietnamese, and we have some Vietnamese families in our school that may be interested in heritage language classes as well.

School and district. A final group of stakeholders includes my school and district. Based on the outcome of my research project, administrators in my district could decide to change how we teach our EL students. They could decide to support a bilingual immersion program for ELs in our schools or choose to offer more heritage language classes. If there is substantial growth in the reading scores of the students in my heritage language class, a change in district policy of how to best teach our ELs could occur.

Professional Significance

My main reasons for pursuing this research project are to promote the home language literacy of my students, investigate bilingual education and the importance of maintaining students' native languages, and assemble a scope and sequence along with a set of quality resources to use to teach my Spanish-speaking students to read in Spanish. First of all, I want my students to feel pride in their cultures and their home languages. I want them to know that being bilingual and biliterate is a valuable asset that they can use for the rest of their lives. Through this project I hope to empower my students, give them self-confidence, and encourage them to celebrate their home language and culture.

Secondly, I want to learn for myself and be able to explain to others why bilingual education and native language maintenance are beneficial. I want to be well versed the research that backs up my assumption that supporting home languages helps students develop in their second language and any other languages they may choose to learn so I know that my project will be a worthy cause. This will help me advocate in my school and district for bilingual education. It will also help me advocate in the community with

people who think students just need to learn English; I will be able to explain to them why it is just as important for students to continue learning and growing in their first language.

Finally, I want to ensure that I am using appropriate materials for teaching my students to read in Spanish. Since this is a new area of teaching for me, I need to take the time to learn how to teach it well. I have experience teaching students to read in English, and I have experience teaching students Spanish as a foreign language, but teaching the Spanish language to native Spanish speakers and teaching reading in Spanish will have many differences.

For example, I will need to find materials to teach letter sounds in Spanish because they are different than English. Then I will need to find simple books that practice these letter sounds in a systematic way like decodable readers do in English. Finally, I will need leveled readers that gradually increase in the complexity of sentence structure and vocabulary.

Furthermore, my previous experience teaching Spanish as a foreign language was with elementary and middle school English-speaking students with little or no previous exposure to Spanish; they needed to learn the very basics of the language. My current students, on the other hand, already know all of the basics and a lot more; my role with them will be to teach them phonics, reading strategies, academic language, and vocabulary needed for academic discussions in Spanish.

Through this research project, I hope to learn how to go about teaching Spanish literacy skills to native Spanish speakers. I hope to gather resources such as websites, curricula, teaching guides, technology, games, etc.; develop a scope and sequence for the

outcomes and assessments I will use in my program; and create lesson plans with these resources and materials. Then in the fall of 2018, I will implement my plan with my students.

Summary

In this chapter, I introduced my reasons for researching native language reading instruction, namely, to improve Latinos' reading scores in English, to support the wishes of the families at my school, to instill a sense of pride in my students' language and heritage, to learn about bilingual education, to assemble quality resources and materials for teaching reading in Spanish, and to fulfill my desire to continue using my Spanish skills. Next, I discussed the significance of the research project to the stakeholders involved. Students will have the opportunity to learn to read in their native language, families will feel that their wishes and culture are being validated, and my colleagues will collaborate with me to support me in pursuing the project. Finally, I expressed my desire to learn what resources will be most beneficial in teaching Spanish-speaking students to read in Spanish and how to best lay out a curriculum and scope and sequence for the teaching program.

In the next chapter, I will review the literature available on the benefits of maintaining native languages, bilingual and immersion programs, curriculum development, and Spanish reading curricula. In Chapter Three, I will provide a project description that includes an overview of the project, research frameworks, the choice of method, the setting and audience, and a project timeline. Chapter Four will include a description and explanation of the conclusions made about my project, a summary of

what I learned by doing this project, a plan for what I will do next, and how I will put my plan into action.

CHAPTER TWO

Literature Review

The purpose of this project is to develop a curriculum to teach native Spanish-speaking elementary students to read in Spanish. Many researchers, teachers, parents, and educational stakeholders know that being literate in two languages is extremely beneficial to students. It not only improves their academic test scores, but it also helps them maintain ties with their cultural identity and gives them more employment opportunities in the future. The research examined in this chapter will help me answer the following research question: *What materials are most effective in teaching beginning Spanish literacy to native Spanish speakers in second and third grade to build a strong literacy foundation in their first language?*

Chapter Overview

In this chapter, I will review the literature on the benefits of maintaining native languages to show why I have decided to build on my Spanish-speaking students' knowledge of the Spanish language, including literacy skills. Next, I will investigate ESL program models that use first languages for instruction to gain an understanding of how these models incorporate native languages into their teaching. Then I will discuss procedures for choosing a curriculum and developing a scope and sequence to give me an

understanding of how I should set up my curriculum. Finally, I will discuss the literature on how to teach Spanish literacy skills and what resources are available for teaching Spanish to heritage speakers. I will end with a conclusion and an introduction to the next chapter, which describes my project.

Benefits of Maintaining Native Languages and Becoming Biliterate

There are many reasons for maintaining the native languages of ELs. Research has found that supporting students' first language has a huge impact on English proficiency levels (Michael-Luna, 2005; Watkins-Mace, 2006), test scores (Thomas & Collier, 2002), cultural identity, maintenance of cultural ties (Laliberty & Berzins, 2000; Michael-Luna, 2005), and may provide greater opportunities in students' futures. This section will show what research says about the impact of native language literacy instruction on English proficiency levels, reading test scores, cultural identity, cultural ties, and students' futures.

Increasing English language proficiency. One of the main reasons for supporting ELs' native language is that it will increase their English language proficiency. Contrary to the belief that students should spend more time in English instruction, it is actually more beneficial to spend time on instruction in the students' first language to produce higher levels of achievement in English (Hernández, 2011, p. 71). There is little evidence to show that maximizing the amount of exposure to English will help students develop academic skills in English (Watkins-Mace, 2006, p. 27).

Many researchers have found that students with a strong foundation in literacy skills in their first language will have an easier time acquiring English proficiency, and will achieve it at higher levels than those without first language literacy skills (Crandall,

1998, p. 1; Laliberty & Berzins, 2000, p. 17; Michael-Luna, 2005, p. 25; Reyes, Kenner, Moll & Orellana, 2012, p. 312; Slavin & Cheung, 2005, p. 249; Watkins-Mace, 2006, p. 16; Wright, 2010, p. 175). This is because the skills and knowledge that students have in one language are potentially available in their second language (Reyes, et al., 2012, p. 323).

Non-native English-speaking students may experience failure if they are asked to learn to speak, understand, and read in English all at the same time; therefore, while these students are learning oral skills in English, they should learn to read in their native language (Slavin & Cheung, 2005, p. 249). Then they can use what they already know (their native language) to learn something new (literacy skills), instead of having to learn two new things at the same time (English and reading). ELs can use their past experiences and prior knowledge to connect what they know to what they are learning, which will give them a richer understanding of what they are learning. This helps them to process the information and mediate the interactions they have in English (Michael-Luna, 2005, p. 8-9). The more formal education students receive in their native language, the higher their English achievement will be (Thomas & Collier, 2002, p. 334). Therefore, the National Reading Council and the International Reading Association recommend that first language literacy instruction precede or coincide with literacy instruction in English (Michael-Luna, 2005, p. 25).

Developmental Interdependence Hypothesis and the Common Underlying Proficiency (CUP) Model. According to Cummins' Developmental Interdependence Hypothesis, it will be much easier for ELs to become highly competent in English if they begin learning English after they already have a high level of competence in their native

language (as cited in Watkins-Mace, 2006, p. 1). This ties into the Common Underlying Proficiency (CUP) model, which purports that students' linguistic knowledge in two or more languages is intertwined; there is "one integrated source of thought for both languages" (Watkins-Mace, 2006, p. 27-28). There is a common place in the brain that stores any languages a person knows, and the languages are interdependent. This shows how the learning of a second language can be facilitated by the primary language through the process of transference (Hernández, 2011, p. 31-32). The CUP model is in contrast to the Separate Underlying Proficiency (SUP) model, which purports that there is not a common source from which both language proficiencies come (Watkins-Mace, 2006, p. 27). This model implies that bilinguals have a separate section of the brain to store the knowledge of each language.

Transfer. One of the ways ELs' first language can help the acquisition of a second language is through transfer. Transfer is where knowledge of a concept learned in one language converts to the other language. Some of the skills that have been known to transfer from the first language to the second language include literacy knowledge, phonological awareness, print knowledge, listening and reading comprehension, reading strategies, cognates, vocabulary, decoding, spelling, writing system knowledge, and content knowledge (Hernández, 2011, p. 47; Michael-Luna, 2005, p. 25; Reyes, et al., 2012, p. 312-313; Watkins-Mace, 2006, p. 31; Wright, 2010, p. 43, 175). Wright (2010) states that "this ability to transfer knowledge and skills means that students who have literacy skills in their native language will likely make more rapid progress in learning to read and write in English" (p. 43). In fact, these skills can transfer in both directions, from the first language to the second language, or from the second language to the first

language (Reyes, et al., 2012, p. 312; Watkins-Mace, 2006, p. 28; Wright, 2010, p. 175). This means that when ELs learn content-area knowledge or literacy skills in English, they will also understand these concepts in their first language, and vice versa.

Improve test scores. Many studies have shown that being bilingual and biliterate will help students increase their test scores, not just in reading, but in all subjects (Crandall, 1998, p. 1; Thomas & Collier, 2002, p. 334). If ELs receive instructional support in their first language with balanced second language support, they will make higher academic achievements each year of their education than students who are educated monolingually in the second language (Hernández, 2011, p. 43), and they will have higher scores of English reading proficiency than students who are taught in English only (Wright, 2010, p. 175). Thomas and Collier (2002) found similar results: "students who continue to develop cognitively in their primary language and develop age-appropriate proficiency in both first and second languages can outscore monolinguals on school tests" (p. 325). Over time, this can help close the achievement gap between ELs and native English speakers (Thomas & Collier, 2002, p. 326). It has been found that students in developmental bilingual education programs achieve at the 50th percentile in all subjects in both their first and second languages. By the end of their schooling, they have maintained that level, or even exceeded it (Thomas & Collier, 2002, p. 333). Crandall (1998) also found that bilingual students have higher grades and graduation rates than monolingual students, and they perform even better than native English speakers on standardized tests in math, reading, spelling, and language (p. 1). Therefore, students should continue to learn and grow in their first language to help them achieve high test scores.

Maintain cultural identity and cultural ties. It is important for ELs to maintain their first language because then they can continue to communicate with people from their cultural group and have a good understanding of themselves, where they come from, and their linguistic heritage (Hernández, 2011, p. 51). Because English is seen as a language of power and prestige in the United States, ELs may feel the need to speak only English in order to be respected in the community and country, causing English to replace their native language as their dominant language (Hernández, 2011, p.32). They could lose their ability to communicate in their first language, which would cause them to lose a part of their identity. This could harm ELs' self-image, respect for their heritage, and their ability to communicate with family and community members.

To help students feel included and valued, and to honor their needs, teachers should use the home languages of their students during instruction if at all possible. They should also allow students to employ any cultural or linguistic resources they have to process new learning. ELs' cultures and languages should be used as a foundation for their education (Laliberty & Berzins, 2000, p. 14-15). Students come to school with linguistic and cultural funds of knowledge that teachers can use as a starting point upon which to build their education (Wright, 2010, p. 176). Students are developing bilingualism and biliteracy skills at home and in the community, which should be seen as cultural capital. This should be viewed as an asset and a resource that students can use to help them learn in school (Reyes, et al., 2012, p. 308; Wright, 2010, p. 267). Students can use what they learned from home and community members to make connections to what they are learning in school. Language experiences that students have at home can positively impact their literacy achievement in school. Wright (2010) states that having

the cultures of the class represented in the books they read will help students' comprehension (p. 176). The native languages of our students should be respected and encouraged (Wright, 2010, p. 267) to help students feel honored and proud of their heritage. Celebrating the diversity of our students gives them a powerful message that they are valued and respected, which encourages them to put in the effort needed to succeed (Laliberty & Berzins, 2000, p. 17).

Benefits for the futures of bilingual students. Another benefit of ELs maintaining their first language and becoming biliterate is that it can help them in their future. The ability to communicate in spoken and written word has economic and social value in today's world (Slavin & Cheung, 2005, p. 249). For example, according to Reyes, et al. (2012), if ELs maintain their bilingualism and biliteracy skills, they will have tools and skills that they can use in their future careers (p. 321). No matter their profession, being bilingual will allow students to communicate with others in their field, with clients, with patients, etc. If students are bilingual and biliterate, they may have more job opportunities and be more valuable to employers. Watkins-Mace (2006) concurs, saying that being biliterate can help our global community (p. 1), because there are many Spanish speakers in this country and in the world. Another way that being bilingual can help ELs is that it will make it easier to learn additional languages in the future (Watkins-Mace, 2006, p. 29). Once someone has learned a second language, the brain understands how that language relates to the first language; then more languages can follow some of the same pathways. These are some of the ways that being bilingual and biliterate can benefit students in the future.

Summary. This section focused on the research surrounding the importance of maintaining native languages and becoming bilingual and biliterate. To review, bilingualism increases students' English language proficiency, improves their overall test scores, maintains their cultural identities and community ties, and helps them in the future. These ideas inform my research question because they help me understand how learning to read in Spanish will help students. In the next section, I will review literature on different models of instruction that incorporate students' first languages.

Program Models that Use First Languages for Instruction

Program models that use first languages for instruction usually involve bilingualism. According to Díaz-Rico (2008), "(Teaching English to Speakers of Other Language) TESOL, Inc. has taken the position that bilingual education is the best approach to the education of minority-language students" (p. 315). There are many cognitive benefits to being bilingual, such as having flexibility in solving mental problems, being able to reorganize patterns, having better creative and divergent thinking, and having a greater metalinguistic and metasemiotic awareness (Reyes, et al., 2012, p. 313). This section will describe different programs that incorporate first language instruction for English learners, such as Transitional Bilingual Education (TBE), Developmental Bilingual Education (DBE), Two-Way Bilingual Immersion (TWBI), heritage language programs, and primary language support. This will provide background to show which strategies are most effective in teaching ELs to read in their first language.

Native language content-area instruction. While ELs are learning English, their native language can be used to effectively teach content. This way, while they are acquiring English, ELs are still learning content and standards, and they will not fall

behind their English-speaking peers in academics. Children only need to learn to read one time, and it is easier to learn to read and write in the language they know best. In order for this program to be effective, two things are needed: a qualified bilingual teacher who is completely proficient in both languages and appropriate native language curriculum and materials. Some states, such as Texas and states in the World-class Instructional Design and Assessment (WIDA) consortium, provide Spanish language arts standards for bilingual teachers to follow. These standards address the unique aspects of Spanish reading and writing instruction (Wright, 2010, p. 83).

Transitional bilingual education (TBE). In TBE Programs, teachers instruct students to read and write in their native language first, then add English reading instruction later in the primary years. Content-area instruction is also taught in the primary language of the students, so while ELs are learning English, they will not fall behind their English-speaking peers in content-area classes. As students progress through the grades, they transition from native language instruction to mainstream English-only instruction, usually by fourth grade, although in some schools students are transitioned much earlier (Díaz-Rico, 2008, p. 317; Slavin & Cheung, 2005, p. 250; Wright, 2010, p. 89-90). Most schools follow a 90/10 model where in the early years of the program, 90% of the language arts and content-area instruction is in the native language, and 10% of instruction is in English. Daily ESL instruction is also provided. Each year English or sheltered English instruction (SEI) increases as native language instruction decreases until students are learning only in English (Wright, 2010, p. 89). SEI is content-area instruction taught in English in a way that makes it comprehensible to ELs while they are acquiring English (Wright, 2010, p. 315).

Effectiveness. According to longitudinal research, TBE is more effective than English-only instruction, but it is less effective than other bilingual models in ensuring parity with English-speaking peers by the end of the program. This could be due to the misconception that ELs can become proficient in English within two or three years, thus being placed in mainstream English-only classrooms before they are ready. This causes ELs to not be able to complete cognitively demanding activities in either language because they have not had adequate development in either language (Díaz-Rico, 2008, p. 317; Wright, 2010, p. 90).

Challenges. Another challenge with TBE is that students are segregated from their English-speaking peers for all or most of the day, so they are not given the opportunity to learn and interact with proficient English-speaking models. Additionally, TBE is usually only offered in the early primary grades, and some students come to schools in the US in upper grades; therefore, they do not have the opportunity to participate in TBE programs (Wright, 2010, p. 90). An additional problem with the TBE model is that students lose their ability to speak in their home language and are not able to communicate well with family members. This happens because students stop receiving instruction in their home language, and they switch to English as their main communicative language. This also slows students' academic progress in English, partly because students and parents cannot work together on homework or reading because they do not share a common language (Díaz-Rico, 2008, p. 318).

TBE is an example of subtractive bilingualism, rather than additive bilingualism because students are to transition to English quickly and to stop using their first language in academic settings (Díaz-Rico, 2008, p. 317; Wright, 2010, p. 90). Additive

bilingualism is where the second or additional languages learned do not replace the first language and culture of the student; there is no loss of the first language (Reyes, et al., 2012, p. 313; Thomas & Collier, 2002, p. 325).

Developmental bilingual education (DBE). DBE programs begin similarly to TBE programs in that 90% of content-area and literacy instruction is in the native language in the primary grades, and sheltered instruction of English is increased each year until English and the native language are taught 50/50. However, the difference is that students do not transition out of DBE like they do in TBE; students continue to learn in and through both languages throughout their elementary years. One goal of DBE is for students to be completely bilingual and biliterate, where their first language is maintained and fully developed and they have full proficiency in all aspects of the English language. Other goals include achieving academically through the use of both languages, being able to be integrated into all-English classrooms, and developing a positive sense of their ethnolinguistic identity and cultural heritage (Díaz-Rico, 2008, p. 319; Wright, 2010, p. 91).

DBE is an example of additive bilingualism because the program is designed for ELs to become proficient in English while preserving and advancing their academic proficiency in their first language. This shows that bilingualism is an asset that is valued for the bilingual individual and the entire society (Díaz-Rico, 2008, p. 319). The home language is seen as a resource that is used for the purpose of instruction, thereby emphasizing bilingualism and biliteracy (Wright, 2010, p. 92).

Effectiveness. The DBE model is more effective than the TBE model in many ways. For example, upon graduation from high school, students in DBE programs are

much more likely to have maintained their bilingual proficiency levels than those who are in TBE programs. In addition, students in DBE programs achieve greater academic success than SEI or TBE programs because they are receiving instruction in the language they understand, so they are able to keep up with their English-speaking peers on content-area knowledge. Students in SEI and TBE programs tend to fall further behind in academic subjects (Díaz-Rico, 2008, p. 319). Additionally, according to a longitudinal study, ELs in "DBE programs eventually achieve educational parity with their English-speaking counterparts" (Wright, 2010, p. 92). Also, parents can be much more involved in their children's education by helping with homework and reading, even if the parents are not proficient in English.

***Challenges*.** One of the challenges of the DBE model is that students take high-stakes standardized tests, which are given in English, in early elementary grades. ELs in DBE programs have not had sufficient instruction in English at the time they are required to take the tests, so there is a political push for more intense English instruction in earlier grades (Díaz-Rico, 2008, p. 319; Wright, 2010, p. 92). Another challenge for DBE programs is that it is difficult to achieve an adequate balance between ESL and primary language instruction (Díaz-Rico, 2008, p. 319) in order for students to become equally proficient and achieve at high levels in both languages.

Two-way bilingual immersion (TWBI). In TWBI, otherwise known as Dual Immersion or Dual Language, students who speak the same primary language and an equal number of native English speakers are taught in the same classroom using both languages for instruction of content and literacy. Both groups gain skills of bilingualism and biliteracy without the risk of losing their native languages (Díaz-Rico, 2008, p. 320;

Hernández, 2011, p. 3; Slavin, & Cheung, 2005, p. 249, 251). ELs receive sheltered English instruction in the content-area classes, while native English speakers receive sheltered instruction in the heritage language during content-area classes.

One model of TWBI is the 90/10 model where, similarly to the DBE model, 90% of instruction in the early grades is in the heritage language and 10% of instruction is in English. The amount of English instruction increases as students advance through the grade levels until upper elementary when both languages reach an equal amount of instruction time. Another model of TWBI is the 50/50 or balanced language model, where starting in kindergarten through the elementary grades students receive equal amounts of instruction in both languages. Students may receive reading instruction in the heritage language and add English reading instruction once students become proficient readers in the heritage language. On the other hand, they may develop literacy in both languages simultaneously with half the day spent on heritage language instruction and the other half spent on English instruction. ELs also receive daily ESL instruction, while English speakers receive daily instruction in the language of the ELs (Hernández, 2011, p. 40; Watkins-Mace, 2006, p. 4; Wright, 2010, p. 93). Studies have shown that students in 90/10 models have reached higher levels of bilingual proficiency compared to those in 50/50 models (Hernández, 2011, p. 41).

TWBI programs are examples of additive bilingualism, which promote the maintenance of language and cultural traditions, increase opportunities in further education and career advancement, and prevent native language loss (Hernández, 2011, p. 33). Native languages are seen as a resource to help ELs learn English or English-speakers learn the language of ELs (Wright, 2010, p. 94).

Goals. The goals of TWBI models include having English speakers and ELs from the same heritage language develop proficiency in both languages, achieving bilingualism and biliteracy, using both languages to achieve academically, and appreciating the cultures and languages of each other (Díaz-Rico, 2008, p. 320; Wright, 2010, p. 92). Another goal of TWBI is that both primary languages' statuses will increase, thereby promoting self-esteem and increased pride in the cultures, which leads to increased motivation in school (Díaz-Rico, 2008, p. 320).

Effectiveness. According to Hernández (2011), students in TWBI programs achieve the highest levels of English proficiency on standardized tests, have the highest long-term success, outperform native English speakers, and have the fewest dropouts (p. 45). ELs achieve at the same level or higher than their peers in mainstream English programs when they are enrolled in TWBI programs. Students in TWBI programs also have a positive self-image, a positive desire to attend college, a lower high school drop-out rate, and a higher rate of passing high school exit exams (Hernández, 2011, p. 71). Thomas and Collier (2002) report that these are the only programs they have found where students are able to reach the 50th percentile in both languages in all subjects (p. 333). According to comparative longitudinal studies, TWBI programs are the most effective programs for both ELs and English-speakers (Wright, 2010, p. 94). Language-minority students are seen as equal to English-speakers because they reciprocate in the exchange of skills in their respective languages. In addition, the prestige of the minority language is enhanced, and bilingualism is expanded because minority- and majority-language students are both becoming bilingual. Parents of English-speaking students see that they

are learning academic and social skills in two languages, and parents of ELs see that their home language is being valued (Díaz-Rico, 2008, p. 321, 322).

Challenges. TWBI programs do present some challenges. For example, equitable teaching resources may not be available in both languages, it is highly demanding to teach in two languages, and additional training may be needed for TWBI teachers on using appropriate instructional strategies. Furthermore, the classroom has increased linguistic complexity, there may be tension between English-only and TWBI teachers, and parents may not understand how the program works (Hernández, 2011, p. 67). Another challenge is that because English is the dominant language of the US, it is very difficult for schools to value both languages used in TWBI schools equally (Wright, 2010, p. 95). In addition, English language learning is delayed until later grades, and content is taught in the heritage language, so communication in English is not emphasized, and ELs may not acquire sufficient levels of English. Also, there may be a gap between the language abilities of the two groups, which needs to be addressed (Díaz-Rico, 2008, p. 321-322).

Heritage language programs. Heritage language programs provide an opportunity for language minority students to learn their heritage, or native, language, either in school or in after-school or weekend programs. Not all students in heritage language programs are ELs; some may be proficient English speakers with little or no proficiency in their heritage language (Wright, 2010, p. 97).

There are several different definitions of heritage language learners, depending on whether the main focus is on status in society, linguistic proficiency, or the language itself. Heritage language speakers could include all people with a family or ancestral tie

to the language, regardless of whether or not they have any proficiency in the language, or only people who have some ability to speak and/or understand the language (Leeman, 2015, p. 103). Others define heritage language learners as those who have some background in a language other than English because of home or community use. However, heritage language learners did not become fully proficient in their first language because they switched to using English as their dominant language (Kondo-Brown, 2010, p. 24). According to Montrul (2008), another definition of heritage language learners is "heritage speakers who seek to learn, re-learn, maintain, or expand knowledge of their heritage language in the classroom" (p. 490). This definition seems to encompass learners at various proficiency levels in their heritage language development.

In high school, students may receive foreign language credit for classes geared toward native speakers of languages other than English, such as "Spanish for Spanish speakers" (Leeman, 2015, p. 104; Wright, 2010, p. 97). Students who were part of a TBE program during their primary education may benefit from heritage language classes during high school to maintain and develop their native language proficiency (Wright, 2010, p. 98).

Many community-based organizations, cultural associations, churches, or other non-profits may offer after-school or weekend heritage language classes for language minority communities. These classes may also be provided by public schools in after-school programs, especially in states where there are legislated restrictions on the use of native languages for instruction during the school day (Leeman, 2015, p. 104; Wright, 2010, p. 98). Community leaders and volunteer parents usually lead these community-

based programs, and their curriculum and resources vary widely, so it is hard to make generalizations about the benefits of these programs (Kondo-Brown, 2010, p. 28).

Benefits. One such program that did have positive results was offered in Fresno, CA, for Khmer people. Khmer-American elementary students attended after-school classes two days per week. It was found that those who participated in the classes achieved at higher academic levels in their regular classes than the Khmer-Americans who did not participate (Wright, 2010, p. 98).

Another benefit to after-school heritage language programs is that students are able to learn about their home language and culture with others from their same culture, creating a "Community of Practice." This supports their cultural identity and promotes a more comprehensive development of the whole student. They can learn how to combine their home identity with their mainstream culture identity with a group of students who are doing the same thing. It is beneficial for elementary-aged students to participate in these programs because they are at the age where experiencing the biggest transition between their home, where the heritage culture is stronger, and school, where the mainstream culture is stronger (Gao, 2017, p. 16, 19, 24).

Challenges. One down side to after-school or weekend classes is that they are offered on top of the high demands for academic work that students have experienced in mainstream school; students spend about 35 hours in school each week, and these heritage language classes could add five to ten additional hours of challenging educational exertion to students' workloads. Students may also want to participate in extra-curricular activities, and heritage language classes may limit their time available for other interests (Kondo-Brown, 2010, p. 28).

Another negative aspect of community-based heritage language programs is that according to some quantitative studies, there was not a positive correlation between length of instruction and proficiency levels of students participating in the programs. This could be due to not having trained, qualified instructors since these programs typically depend on parents to teach them. Therefore, quality programs need the support of professional development and assistance with the development of curriculum and materials. Other factors that could impact the proficiency levels of heritage language learners in heritage language programs include the exposure to the heritage language in the home, the age of students when they arrived in the country, and the amount and quality of instruction in the heritage language (Kondo-Brown, 2010, p. 28-29).

Primary language support. There are many things teachers can do to support the primary language of ELs, even if their school does not have a bilingual program. Competencies that students have in another language should be incorporated into their everyday education to support biliteracy development (Reyes, et al., 2012, p. 321). Some things teachers can do, even if they do not know their students' native languages, include allowing students to write their reading logs or journals in their primary language; providing materials in students' native language that relate to the topic or theme of the lesson, such as books, magazines, and videos (Díaz-Rico, 2008, p. 129); and allowing students to discuss topics or literature in their native language with others who speak their language.

If the school has support staff or teachers who speak the primary language of students, there are some other strategies that can be used to incorporate primary language instruction into classroom instruction. For example, bilingual staff members can help

students activate prior knowledge or build background knowledge by previewing concepts with students in the native language. Then after the English lesson or reading, these staff members can ask comprehension questions or review the key ideas in the native language to help students summarize their understanding. Staff members could also reinforce concepts taught in English by reading aloud books in the native language that relate to what students learned in English and create word studies that focus on cognates to help students learn English words that are related to words in their home language (Díaz-Rico, 2008, p. 129; Wright, 2010, p. 273).

Summary. This section reviewed different ESL program models that utilize students' native languages in instruction. According to the data, the most effective model is TWBI because both ELs and native English-speakers become fully proficient in two languages, students attain high test scores in all content areas, and the backgrounds and experiences of both groups of students are equally valued and respected. DBE is also a very effective approach to teaching ELs because they continue to maintain and grow in their native language while learning English, therefore becoming fully proficient in both languages. Data shows that students in DBE programs also attain very high test scores in all content areas. TBE models are less effective than the others because students are only supported with their first language for a few years and they transition to English-only far sooner than when most of them are ready. Also, they may not feel that their home language is valued because they are encouraged to stop using it over time.

Bilingual programs seem to be the best approach for helping ELs become proficient in English; however, bilingual programs are not appropriate for all schools because there may not be a common group of students with the same native language, or

there may be many native languages within one school. Additionally, there may not be any staff members in the school that speak the language of the students. In that case, students should be encouraged to use their native language as a resource through the primary language support strategies described above.

The best model for my situation, teaching native Spanish-speaking students to read in Spanish, would be a heritage language program where I teach these classes outside of the school day. My school has an after-school program two days per week in which I could hold these classes. My next step will be to decide how I should teach these students: how to choose and develop the curriculum using a framework, design the lessons, and assess for effectiveness. The next section will describe different frameworks for designing curriculum.

Curriculum Development

In order to begin a new instructional program, much consideration needs to be given to which students to choose, what curriculum and instructional strategies to use, the order of instruction, how long to spend on each element of the curriculum, and how to assess the students and program (Fredrickson, 2017; Paik, 2011). This section will describe different frameworks used to develop a new curriculum or program of instruction, including the Understanding by Design (UbD) framework and the Design Thinking for Educators framework (DTE).

Understanding by Design framework. The UbD framework, designed by Wiggins and McTighe, is a curricular plan that uses backwards design to guide curriculum, assessment, and instruction (Marshall & Matesi, 2013, p. 85; McTighe & Wiggins, 2012, p. 1). It is called backwards design because teachers begin by thinking of

what they want the students to be able to do, then they determine how to assess, and finally, they develop the instruction and activities (Marshall & Matesi, 2013, p. 85; McTighe & Wiggins, 2012, p. 2, 5, 6). The two key ideas are for teachers to teach and assess in a way that allows students to show their understanding and transfer their learning to different contexts, then use that to design the curriculum (McTighe & Wiggins, 2012, p. 1). The philosophy is that it is important for teachers to think about the main understandings they want their students to gain before designing lessons, homework, exams, and assessments; these big ideas in the subject area are called the "Enduring Understandings" (EUs). EUs usually begin with, "Students will understand that…" to ensure that the understanding is a big idea and not just course content. After EUs, teachers develop "Essential Questions" (EQs) that will lead students to inquiry, understanding, and transfer of learning (Marshall & Matesi, 2013, p. 86).

Identify desired results. In the first stage of UbD, teachers determine what students should know, understand, be able to do, and be able to transfer based on the standards. Then they develop EUs and EQs that help students "develop and deepen their understanding of important ideas and processes that support" a transfer of learning (McTighe & Wiggins, 2012, p. 2-3). This way students are not just learning knowledge and skills, but they are learning how to make meaning and transfer the skills and knowledge that they have learned (McTighe & Wiggins, 2012, p. 4).

Determine assessment evidence. The second stage of UbD includes having the teachers decide what evidence they will use to show that students have met the intended results of the first stage. Teachers use culminating performance tasks at the end of a unit of study as evidence of student learning, where they will assess students' understanding

and ability to transfer their learning to new and authentic situations. They also use other evidence, such as tests, quizzes, work samples, and observations, to measure student learning. On assessments, students may demonstrate their understanding by using one or more of the six facets of learning: explaining, interpreting, applying, demonstrating perspective, displaying empathy, and having self-knowledge (McTighe & Wiggins, 2012, p. 5-6).

Plan learning experiences and instruction. In the third stage of UbD, teachers will determine how to support and prepare students to comprehend the ideas and processes taught and to transfer that learning. They will also decide on the best activities, resources, and sequence to accomplish their goals. Lessons and learning activities should be coded with a "T" for transfer, "M" for meaning making, and "A" for acquisition to ensure that all three areas are included in instruction. This way teachers are not just presenting information or modeling basic skills for acquisition, but are extending the lessons so students will be able to make meaning or transfer their learning (McTighe & Wiggins, 2012, p. 6).

Design Thinking for Educators framework. DTE is a framework that creates an intentional process for finding new, relevant solutions to challenges in education. Difficult challenges are transformed into opportunities for a design that is people-oriented, optimistic, collaborative, and experimental. It can be used to address problems with spaces, curriculum, systems, and processes or tools. There are five phases to the DTE framework: discovery, interpretation, ideation, experimentation, and evolution (IDEO, 2013, p. 11-14), which will be explained in the following paragraphs.

Discovery. The first phase helps teachers figure out how to approach their challenge. First, teachers need to understand their challenge by reviewing it, sharing what they already know about it, making a list of people to work with, deciding who the project will be for, and reevaluating the plan. Next, the teachers prepare to research by selecting sources and research participants, formulating questions to ask the participants, and making preparations for fieldwork. Finally, the teachers set out to collect information by becoming part of the context they are investigating, looking for inspiration in settings outside the educational world, and learning from experts and users (IDEO, 2013, p. 15, 26-35).

Interpretation. In the second stage, teachers interpret what they have learned about their challenge from the research they have done. First, they share and record the inspiring stories they learned to capture the accounts. Next, teachers look for meaning in the stories by finding themes, making sense of what they found, and defining their insights. Finally, teachers frame their opportunities by creating a visual reminder, such as a sketch, and turning their insights into actions (IDEO, 2013, p. 15, 41-47).

Ideation. The third stage involves generating ideas about possible solutions to the challenge. First, teachers brainstorm, choose promising ideas, and sketch them out. Then they decide if their ideas will work and what constraints there may be. Once a favorable idea is selected, teachers fully express the idea in a concept description that summarizes all of its important aspects (IDEO, 2013, p. 15, 49-50, 52-55).

Experimentation. In the fourth stage, teachers create a prototype to test, such as a story, model, diagram, storyboard, mock-up, ad, or role-play. Then they decide on a plan for their feedback activities, which includes selecting participants to provide feedback,

creating questions for the participants, facilitating and recording the feedback conversations, analyzing the feedback, and deciding what changes are needed for the next prototype (IDEO, 2013, p. 15, 58, 60-65).

Evolution. The fifth stage helps teachers determine how their project should evolve. First, teachers keep track of what they have learned by defining what success of their project looks like, measuring the progress, and documenting the progress that has been made because of the project. Then teachers move forward by planning the next steps, involving others in the project, and building a community of designers to advise them on their project and future projects (IDEO, 2012, p. 15, 68-71, 74).

Summary. This section described two frameworks for developing a curriculum: UbD and DTE. Since my district uses UbDs for their curriculum design, and Hamline recommends it, I will use UbDs for my project design. However, I will also incorporate some aspects of DTE, such as thinking about the constraints of my project, deciding on the measures of success, creating a mock-up of my curriculum design, getting feedback on it from stakeholders, and integrating their feedback into my next iterations. In the next section, I explore how to teach reading in Spanish and what resources are available.

Spanish Literacy Instruction and Teaching Resources

When beginning a new instructional program, many teaching resources need to be assembled and analyzed. Research should be done on what programs and instructional strategies have been beneficial and why, and which ones should not be used. The first part of this section will focus on how to teach Spanish literacy skills and which instructional strategies should be used. The second part of this section will review potential teaching resources that may be used when teaching Spanish literacy skills.

Spanish literacy instruction. ***Teaching strategies.*** To encourage interactive, positive student participation, Hernández (2011) suggests using effective instructional practices, such as visual aids, modeling, language and content objectives, cooperative learning, sheltered instruction, and monolingual lesson delivery (p. 54). She also recommends using explicit instruction, which includes modeling the language structures, using hands-on activities, scaffolding, addressing various learning styles, and incorporating charts, graphic organizers, and technology (Hernández, 2011, p. 140-141).

WIDA Spanish Language Arts (SLA) standards. WIDA developed SLA standards because world-class instruction needs to be provided to all students, no matter what language they use. Based on this premise, they have developed several principles, including the fact that Spanish-speaking students represent many different Spanish-language communities, bilingualism is an asset to individuals and society, and the cultures and heritage of students should be incorporated into standards-based education. WIDA's rationale for developing SLA standards includes the need to align SLA standards with ELA standards and the need to promote the development of bilingual students for today's global society. The SLA standards are meant to provide a framework for instruction and assessment. They can be used to help guide curriculum development and provide continuity across grade levels (WIDA, 2005).

Spanish teaching strategies. Teachers should begin with teaching vowel sounds when beginning literacy instruction because consonants emerge after vowels in young Spanish-speaking students (Estrellita, 2018; Michael-Luna, 2005, p. 26). Most letters in the Spanish alphabet have a direct sound-to-symbol correspondence, so decoding in Spanish seems to be easier for students to learn than decoding in English (Estrellita,

2018); once students are proficient at decoding in Spanish, it will be easier for them to transfer this knowledge to English.

The blog "Learning at the Primary Pond" (2015) provides some strategies for teaching phonics. Teachers should begin with letter sounds, then progress to open syllables, open syllables with blends, closed syllables, and finally, diphthongs. Teachers should focus on one vowel sound with several different consonants before progressing to the next consonant; for example, instead of the traditional method of teaching the syllables "ma, me, mi, mo, mu," teachers should start with "ma, pa, sa, la" and progress through all consonants with a. Once the sound, syllable, or spelling pattern has been introduced, students can brainstorm words with this sound, do picture sorts, and look for words in their books that have this spelling pattern while the teacher meets with small groups. Other strategies for teaching open syllables, syllables with blends, and closed syllables include using "touch and say" blending sheets, breaking words apart into syllables using magnetic letters, using fluency ladders to decode syllables as quickly as possible, and building or writing words that include the type of syllables being taught. The blog concludes with advice to use a specific scope and sequence for the order of letters and syllables taught, allow students many opportunities for practice, and have students connect authentic reading and writing to their phonics learning.

Once students have learned the letter and syllable sounds, they should be taught about diphthongs. Diphthongs have two vowels in the same syllable; in Spanish, the vowels can either be a strong vowel (a, e o) combined with a weak vowel (i, u) or a combination of two weak vowels (SpanishDict, n.d.). Students need to know to glide the vowels of a diphthong together and not pronounce them in hiatus, or as two separate

syllables (Kilpatrick & Pierce, 2014). Pronouncing this pattern of vowels in hiatus only occurs when the weak vowel has a written accent mark (SpanishDict, n.d.). Students should also know that syllables should not be split at diphthongs. To practice this concept, students can clap or tap syllables of words. For example, if students know a word, such as "*tienda*" (store), only has two syllables, by clapping the syllables they will discover that the only way to maintain two syllables is by putting the adjacent vowels into the same syllable (tien-da), thus creating a diphthong (Kilpatrick & Pierce, 2014).

Students should receive explicit instruction on the contrasts between the phonetic systems of the two languages (Watkins-Mace, 2006, p. 19) to help them correctly decode words. In Spanish literacy instruction, phonemic and phonological awareness should be taught at the same time as reading and writing because they are integral to the reading process, not precursors to reading like they are in English (Estrellita, 2018). Books that have been translated from English into Spanish should be avoided because they will not represent the values and culture of Spanish-speaking people. For example, Michael-Luna (2005) used an American book with his Spanish-speaking students where the message was that the boy in the story was growing up and becoming independent. However, from the perspective of his students, the boy seemed lonely, and they thought his parents had died or moved away because he had to do everything for himself. Instead of using translated books, teachers should find authentic Spanish-language books that do not represent American values, but Latino cultures and values (p. 74-80, 142-143).

Parental involvement. Parent voices are a key component to successful bilingual programs (Hernández, 2011, p. 52), so this should transfer to heritage language programs as well. Thus, parents' opinions and choices should be incorporated into the

development, progress, and continuation of the program (Hernández, 2011, p. 52). The environment of the classroom should be welcoming to encourage parental involvement and support (Hernández, 2011, p. 55; Thomas & Collier, 2002, p. 325). One strategy for encouraging parental involvement is to send things home that parents can do with their children, such as books to color or read, books on CD, and writing assignments for which parents can help give ideas, help illustrate, or help write. Additionally, teachers can schedule home visits to get to know families better, invite parent volunteers into the classroom, and invite parents to a culminating event at the end of the program (Laliberty & Berzins, 2000, p. 16). Wright (2010) states that reading to children at home in the home language promotes literacy development by showing parents as models of fluent readers (279).

These are some of the instructional strategies and techniques that should be considered when teaching Spanish literacy skills. The next section will provide an overview of resources available for teaching Spanish to native Spanish-speakers.

Teaching resources. This is a brief overview of some resources available for teaching Spanish literacy skills. The prices listed were what the purchasing websites provided at the time of publication of this capstone.

Fountas and Pinnell, "Sistema de evaluación de la lectura" (SEL). This evaluation system includes student books that were written by a native Spanish-speaker; they are not translations of books originally written in English. They include 14 fiction and 14 nonfiction leveled books that use language and vocabulary that are natural to the Spanish language. The topics, themes, illustrations, characters, and settings are all culturally relevant and reflective of Latino culture. The levels progress systematically in

patterns that imitate Spanish oral language development, becoming more complex at the higher levels. The books were field-tested with teachers and students in bilingual and dual-language classrooms all over the United States. This system helps teachers determine instructional and independent reading levels in Spanish. It includes 28 books, an assessment guide, an assessment forms book and CD-ROM, an optional assessment student form book, a professional development DVD, a guidebook for teaching, 30 student folders, a reading level calculator, a data management CD-ROM, and an online data management system for $388. Fountas and Pinnell also has a book called *Spanish Prompting Guide Part 1 for Oral Reading and Early Writing*, which helps prompt, teach, and reinforce systems of strategic actions that students perform in their heads for $29.50 (Fountas & Pinnell, 2018).

Scholastic Guided Reading en español. This program includes some authentic Spanish-language literature and favorite English-language books sensitively translated into Spanish that engage students in reading. The teaching materials are easy to follow to help teachers build their students' Spanish literacy proficiency. The books are separated into grade levels with three levels in each grade. Grade K's level one includes picture books with simple labels or captions of five to six words per page. Each level progresses in text complexity, length of text, punctuation variety, and abstractness of topics. The complete set of grades K through three, encompassing levels one through twelve, costs $1,922.36. Each grade level, including three levels and six copies each of 15 titles, can be purchased separately for $494.97. Each of the 12 levels can also be purchased separately with six copies of five titles for $253.27 (Scholastic, Inc., 2018).

Lee & Low Books. This company has Spanish and bilingual books that teachers can use in dual language programs, to expose a student to Spanish, to scaffold a student into English, or to allow Spanish-speaking parents at home to make connections with their children to classroom read-alouds. They offer several collections, such as the *Diverse Background Spanish Collection Grades PreK-2*, including 28 books for $190.45; the *Early Emergent Spanish Collection* of 51 books for $302.50; the *Emergent Spanish Collection* of 41 books for $300.95, the *Más Piñata Spanish Collection* for emerging and bilingual readers, including 46 books for $261.00, and the *Bebop Spanish Guided Reading Level C (DRA 3) Collection* of 44 books for $244.00. Each collection includes one copy of each book. Titles are also sold separately for $5.50 each (Lee & Low Books, 2018).

Santillana USA. This company has curriculum for Spanish as a world language and Spanish for dual-language and content area instruction. *Descubre el español, Anthologies K-5*, the world language curriculum, can be used for learners of all language and grade levels, including heritage Spanish speakers. The program has six levels with eight units of study in each level. The company offers student anthologies for $39.95 each, a teacher's edition for $34.95, and a student eLearning Center that includes read-aloud features, synchronized audio and text, highlighted vocabulary with definition and audio, activities, and 24 leveled readers. The eLearning Center costs $19.99 for a one-year license, but schools must buy at least ten licenses at a time. There is also a phonics kit including phonics readers, games, and manipulatives in the *Descubre el español* program, which includes big and little book syllabic libraries. The *Big Book Syllabic Library* includes age-appropriate fiction and nonfiction readings that introduce themes,

develop reading skills, and present language structures. The ten book series costs $199.95. The *Little Book Syllabic Library* includes six copies each of the ten readers from the *Big Book Syllabic Library* for $398.95. Santillana USA also offers an interactive phonics kit called *La cartilla K-1*, which teaches phonemic awareness, phonics, vocabulary development, initial sounds, letter formation, letter recognition, auditory discrimination, vowel and consonant review, and blending. This kit includes 20 copies of *Mis primeras letras I and II Activity Book Sets* and 20 copies of *Alphabet Letter Games*, and costs $1,194.95 (Santillana USA, 2018).

Estrellita: Accelerated Beginning Spanish Reading. This program shows how to teach phonemic awareness, phonics, and fluency using a multisensory approach in a structured, systematic way. This program is not a direct translation of phonics instruction in English because the two languages have a different linguistic nature; English phonics instruction typically includes an onset/rime structure, whereas Spanish phonics instruction is based on syllable units. There is a parental component to this program, which I feel would be a very beneficial aspect for my heritage language program. There are six components to the K-1 Program, including a blending component, an assessment component, a *sonidos* (sounds) component, a writing component, a teacher's component, and a chart component. Each component contains various items, including many sets of visual cards, blackline masters, big books, workbooks, CDs, teacher's guides, wall charts, an assessment app for iOS or Android, parent packets, and puppets. The K-1 Program price is $879.00 (Estrellita, 2018).

Benchmark Adelante. This curriculum for grades K-6 includes meaning making, content knowledge, foundational skills, language development, and effective oral and

written expression to incorporate the modalities of reading, writing, speaking, listening, and language. The program is not a direct translation of English Language Arts or English Language Development programs, but includes literature written by recognized Spanish-speaking authors from all over the Spanish-speaking world. The program encourages cross-linguistic, or two-way, transfer; concepts students learn in English can transfer to Spanish, and concepts they learn in Spanish can transfer to English. There are many components to this program, many more than what could be used in an after-school program that meets two days per week (Benchmark Education Company, 2018).

***American Reading Company – Evaluación de Nivel Independiente de Lecutra (ENIL) and ENIL Toolkits*.** This program incorporates formative assessments and data tracking to determine what students can do, and builds skills sequentially from there. This curriculum uses the developmental sequence for reading acquisition in Spanish, and it is not a translation of the English program. It assesses students' phonemic awareness, phonics skills, fluency, vocabulary, and comprehension in Spanish. It is a system that levels books from both US and international publishers. The toolkits include mini-lessons and instructional strategies for small group instruction. They include explicit instruction in phonological awareness, sight word development, and phonics. Included in the phonics portions are practice with letter-sound correspondence, syllable decoding, and spelling patterns. The program begins by identifying students' ENIL reading level; next, teachers use the ENIL to diagnose students' specific instructional needs; then teachers use the Toolkit lessons to teach and model skills; finally, students receive differentiated guided and independent practice. Most levels include a teacher's handbook, six guided reading titles with six copies of each, and a game. The beginning levels also include practice

books and word kits. Levels A, 1V, and 2V are for kindergarten and the beginning of first grade, and cost $1,400.00. First grade's levels 1Az and 2Az cost $500.00 (American Reading Company, 2018).

Summary. This section described best practices for teaching Spanish literacy skills and several resources that are available for teaching Spanish to Spanish speakers. This literature is relevant to my research because it will help me determine my next steps in selecting the best curriculum for my needs. The best option for me would be a phonics-based curriculum and leveled readers that would be interesting to second- and third-grade students. I like the way Estrellita is set up because it is not a translation of phonics instruction from English, but I am concerned that it may be too childish for second and third grade students. Due to the costs of these programs, I may need to pull bits and pieces from several of them to develop my own instructional plan.

Conclusion

This chapter's literature review has helped inform my project and answer my research question: *What materials are most effective in teaching beginning Spanish literacy to native Spanish speakers in second and third grade to build a strong literacy foundation in their first language?* First, it facilitated my understanding of why it is important for ELs to maintain and grow in their first language. Becoming bilingual and biliterate will help students become more proficient in English and other content areas, attain higher test scores in all content areas, have a positive self-image, have more opportunities in the future, and remain connected to their culture, family, and community. Secondly, it helped me evaluate different program models that use native languages for instruction to see what approach I should use in my curriculum. I found that heritage

language programs would be the best fit for my situation because we do not have a bilingual program at my school due to the many languages and cultures represented by the students. Thirdly, the literature review assisted me to find and understand different frameworks for developing curriculum, namely UbD and DTE. Using the UbD framework and incorporating aspects of the DTE framework will give me the best structure for my curriculum development. Finally, this chapter helped me find instructional tips and strategies for teaching literacy skills in Spanish and resources that are available for teaching Spanish speakers to read in Spanish. In chapter three, I will provide an overview of the project, outline how I plan to use the UbD framework to design a curriculum that can be used to teach Spanish-speaking elementary students to read in Spanish, describe the setting and audience for my project, and create a timeline for the completion and implementation of my project.

CHAPTER THREE

Project Description

In chapter two, I presented a literature review that described the benefits of being bilingual and biliterate, ESL program models that incorporate two languages, curriculum development methods, and resources for teaching Spanish literacy skills. This research led me to my project idea of developing a curriculum to answer the research question: *What materials are most effective in teaching beginning Spanish literacy to native Spanish speakers in second and third grade to build a strong literacy foundation in their first language?*

Chapter Overview

In this chapter, I will provide an overview of my curriculum development project for designing a curriculum to teach native Spanish-speaking elementary students to read in Spanish. Then I will describe the framework, UbD, which I will be using to design my curriculum; I will also explain why I chose to use this framework. Next, I will explain my choice of method and why I chose to develop a curriculum for teaching Spanish speakers to read in Spanish. Afterwards, I will describe the setting and audience for the curriculum I created. Next, I will describe the phases of the curriculum development project, including identifying desired results, determining assessment evidence, and planning

learning experiences and instruction. I will conclude with a timeline for the creation and implementation of the curriculum, a summary of the chapter, and a preview of what will be included in chapter four.

Overview of Project

I designed a curriculum for a heritage language program in which elementary Spanish-speaking students will learn to read in Spanish. The classes will be taught in an after-school program during the fall of the 2018-2019 school year. The classes will meet one hour each day, two days per week, for approximately ten weeks. I used the UbD framework to design the curriculum, and I based it on WIDA's SLA standards (Appendix B).

I chose to do this project because, based on the research from my literature review, when ELs have a strong foundation in their native language, they achieve higher proficiency scores in English. Also, parents in my school were interested in having their children learn to read in their native language. Additionally, I wanted my students to become bilingual, biliterate, and to feel a strong sense of cultural identity. The next paragraph will describe the framework I used to develop my curriculum.

Research Framework

I used the UbD framework to design the curriculum for my heritage language program. Through the UbD framework, I used backwards design to create a curriculum where I thought about the big ideas I wanted my students to understand. These are called "Enduring Understandings" (EU). From these, I developed "Essential Questions" (EQ) that lead students to these understandings. Based on the EUs and EQs, I then thought about how I would know if students had mastered these understandings by showing that

they could transfer this knowledge to new situations. Once EUs, EQs, and assessments were determined, I created the lessons, instruction, and activities to be used (Lesson Plan Template, Appendix C). By designing the curriculum "backwards," I could ensure that students were learning what was being taught, because they showed their understandings and transfer of knowledge through the designed performance tasks (Marshall & Matesi, 2013, p. 85-86; McTighe & Wiggins, 2012, p. 1, 2, 5). Using the UbD framework helped me to ensure that students would learn what I intended to teach them in the Spanish heritage language program and that the materials I selected would help students reach the goal of biliteracy.

Choice of Method

I chose to develop a curriculum for teaching Spanish-speaking students to read in Spanish because I would like to begin a heritage language program at my school, and I needed to create a plan for how to do so. This project will add to the research on teaching native language literacy skills and heritage language programs because I have included a great amount of research in these areas and I have assembled a list of possible resources that other teachers may want to use in their schools as well.

Setting

This curriculum will be taught in a public elementary school at a suburban school district in Minnesota. Ninety-two percent of the students in the school are students of color, 74 percent receive lunch at free or reduced prices, and 42 percent are ELs. Of the 92 percent of students of color, 20 percent are Hispanic/Latino. The ACCESS scores of students from this school range from levels one to four. The class will take place after school for one hour, two days per week, for approximately ten weeks in the fall of 2018.

The students will be selected from grades two and three. Many of the students' English reading proficiency levels are below grade level, so they may benefit from literacy instruction in their first language.

Audience

The curriculum was geared towards teachers who are fluent and literate in Spanish and are interested in teaching Spanish literacy skills to their Spanish-speaking students. Teachers who speak other languages could modify the curriculum to match the way literacy skills are taught in those languages.

The recipients of the instruction of this curriculum are Spanish-speaking elementary-aged students at a suburban school in Minnesota. The students were selected based on parent interest, amount of Spanish used in the home, and current levels of literacy in English. I surveyed the parents of Spanish-speaking students to determine who is interested and how much Spanish students use at home. Then I looked at which families request interpreters for conferences and after-school activities. This helped me determine which students were most likely to have high levels of listening and speaking skills in Spanish. The purpose of this class is to develop literacy skills, not oral skills, so I wanted to make sure students already had a strong foundation in oral Spanish. Additionally, I looked at students' English reading scores and asked for recommendations from classroom teachers and EL teachers to determine which students had the most need for additional literacy instruction. The class size limit for the after-school program is 20 students, so if I have more than 20 students who meet the criteria, I will do a lottery to choose those who will participate in the classes.

Project Description

Through the use of UbD, I identified the desired results by creating EUs and EQs based on the WIDA SLA standards (Appendix B). Next, I determined the assessment evidence by creating formative assessments, summative assessments, and performance tasks. Finally, I planned learning experiences and instruction. As a culminating activity, parents will be invited to attend the last class session to hear their children perform a reader's theater in Spanish.

Stage one: Identify desired results. First, I determined the EUs, which are the big ideas that I want students to know. This included having students be able to apply word analysis skills to decode new words, comprehend unfamiliar words using context clues and prior knowledge, and apply reading strategies while reading (WIDA Spanish Language Arts Standards, 2005). Next, I determined EQs to engage learners, help them make meaning, and develop a deeper understanding of key concepts and processes that will help them transfer their learning (Marshall & Matesi, 2013, p. 86). The EUs and EQs were used to help develop assessments.

Stage two: Determine assessment evidence. I used the SLA standards, my EUs, and my EQs to create assessments, including a diagnostic assessment, running records, progress monitoring, formative assessments, checklists, observations, summative assessments, and a performance task. I will give students a diagnostic assessment to determine their ability to decode words in Spanish to see if they already have an understanding of letters and letter sounds in Spanish. I will use this as a benchmark to measure growth throughout the program. I will also use a running record in the beginning, middle, and end of the program to monitor students' Spanish reading progress.

I will use formative assessments at the end of each lesson to determine if students have met the goal of that lesson. I created checklists to track letter sound and decoding fluency to determine if students are learning how to decode words using Spanish letter sounds. As a summative assessment, students will complete Venn diagrams to compare letter sounds in Spanish and English and written Spanish and English. Students will perform a reader's theater for their parents as the performance task at the end of the program, which will be scored using a rubric. The SLA standards, EUs, EQs, and assessments were used to help develop lesson plans.

Stage three: Plan learning experiences and instruction. I developed lesson plans and activities to teach students Spanish letter sounds and decoding skills, as well as how to use context clues and prior knowledge to comprehend new words. I selected a curriculum, American Reading Company's (2018) *Evaluación del nivel independiente de lectura*, that levels students and books to ensure students are using books at an appropriate level. I also selected books to be used in read-alouds and during independent reading time to engage students in high-interest stories. I developed centers to help students practice word-working skills, phonics skills, independent reading skills, and listening skills. I created activities for students to do at home to increase their practice of reading in Spanish.

Timeline

I completed the EUs on June 10, 2018, and the EQs on June 17, 2018. Next, I developed assessments based on the EUs and EQs, and those were completed on July 1, 2018. Based on that information, I began writing the twenty lesson plans. The first ten lesson plans were completed on July 8, 2018, and the second ten lesson plans were

completed on July 15, 2018. Finally, on August 3, 2018, I finished creating the teaching materials that I will be using in my lessons and centers. Once the UbD process was complete, I wrote chapter four of my capstone, which was completed on August 12, 2018.

The heritage language classes will be taught in an after-school program for Targeted Services, a Title I-funded remedial literacy program. The program runs for approximately ten weeks in the fall. The classes will meet two days per week for one hour each day. Students will receive approximately twenty hours of heritage language instruction.

Summary

This chapter described the heritage language program that I developed through the use of the UbD framework and WIDA SLA standards. I described the demographics of my school and the group of students I will be targeting with this program. I also explained each of the components of the UbD framework. Finally, I provided a timeline for completing the project and a timeline of when the program will take place. In chapter four, I will reflect on my project, revisit the literature review, discuss the implications and limitations of my project, and describe potential future projects related to this one.

CHAPTER FOUR

Conclusions and Reflections

Introduction

It is beneficial for ELs to learn to read in their first language because it will help improve test scores, maintain cultural ties, and provide more opportunities in the future. In this project, my goal was to investigate the research question: *What materials are most effective in teaching beginning Spanish literacy to native Spanish speakers in second and third grade to build a strong literacy foundation in their first language?* First, I needed to find research that supports the idea that it is important for ELs to learn to read in their first language. Then I had to find out what the best practices are for teaching phonics in Spanish and investigate the teaching materials that are available so I could choose the ones that best fit my needs. Finally, I needed to choose a curriculum development framework that I could use to create a curriculum to teach native Spanish-speaking students how to read in Spanish.

In this chapter, I will begin by reviewing the major things I learned from this project. Next, I will revisit my literature review to discuss what literature I found to be most influential to my project. Then I will describe the project's implications and limitations. Afterwards, I will describe possible future research based on my project and

how I will communicate the results. Finally, I will describe how my project benefits my profession.

Major Learnings

One of the major things I learned in developing a curriculum was how to use the backwards design framework, Understanding by Design (UbD). I learned that it is important to begin by thinking about what I want my students to know and be able to do by the end of my curriculum. I could not simply start with the lesson plans and activities and hope that students learn to read. I needed to look closely at the Spanish Language Arts Standards (Appendix B) and create the big ideas and essential questions that would help students meet those standards. Then I needed to discern how I would know if students could understand and apply those big ideas by creating assessments to measure how much they learned. Only then could I create the teaching lessons and activities.

Another major thing I learned during this project was the process of how students learn phonics in Spanish. This process is actually quite different from how students learn phonics in English. Spanish is more of a syllabic language, so it is helpful for students to learn letter sounds in syllables rather than in isolation. They begin by decoding open syllables, or syllables that end with a vowel; then they learn open syllables that begin with a consonant blend. Next, students learn closed syllables, or syllables that end with a consonant. Finally, students learn about diphthongs, which are like vowel blends. Vowels are much easier to learn in Spanish than in English because there are only five vowel sounds in Spanish; on the other hand, English has around 20 different vowel sounds. In Spanish phonics, students progress from decoding two- and three-syllable words to four-syllable words and multi-syllabic words before learning Tier II, or content, words.

English phonics usually focuses more on learning the different vowel sounds, often beginning with short vowel sounds, or CVC words, then long vowel sounds, or CVCe words.

Literature Review Revisited

The three most valuable sections of my literature review were why it is beneficial to learn to read in first languages, how to teach Spanish phonics, and what resources and materials are available to teach Spanish literacy skills. First, I needed to support the idea that it is helpful for students to learn to read in their first language to validate the importance of creating a curriculum development project to teach my Spanish-speaking students to read in Spanish. If first language literacy skills were not beneficial to students, creating this project would not be beneficial to my students and the ESL field. I learned in my research that being bilingual and biliterate is helpful to students in many ways. For example, according to many researchers, students who have a strong foundation in literacy skills in their first language will find it easier to acquire English proficiency at a higher level than those without first language literacy skills. This is because what they learn in their stronger language will transfer to their second language (Crandall, 1998, p. 1; Laliberty & Berzins, 2000, p. 17; Michael-Luna, 2005, p. 25; Reyes, Kenner, Moll & Orellana, 2012, p. 312; Slavin & Cheung, 2005, p. 249; Watkins-Mace, 2006, p. 16; Wright, 2010, p. 175). In addition, students who are educated bilingually have higher grades and graduation rates than monolingual students, and they perform even better than native English speakers on standardized tests in math, reading, spelling, and language (Crandall, 1998, p. 1), so being bilingual and biliterate is beneficial across many disciplines. Furthermore, educating students in their first languages will help them have a

good understanding of themselves, where they come from, and their linguistic heritage (Hernández, 2011, p. 51), which will help them maintain their cultural identity. They will also maintain their cultural ties by being able to communicate with family members and people from their cultural group (Hernández, 2011, p. 51). Learning to read in their first language will help students to feel a sense of pride in themselves and their culture because they will feel valued and respected in the classroom (Wright, 2010, p. 267), and it will encourage them to put forth the effort needed to succeed in school (Laliberty & Berzins, 2000, p. 17). I found ample amounts of research to support bilingualism and biliteracy that provided worth to my project.

Additionally, through my literature review, I learned the method for teaching phonics in Spanish. Through one educator's blog, "Learning at the Primary Pond" (2015), I learned how she teaches phonics and the scope and sequence she uses to teach syllables in Spanish. Her method is based on the program Estrellita (2018), which is a comprehensive Spanish reading curriculum. I based my lesson plans on this educator's scope and sequence. I begin by teaching open syllables, then open syllables with blends, closed syllables, and diphthongs. I incorporate some of the activities I saw on "Learning at the Primary Pond," such as picture sorts, reading fluency ladders, magnetic letters, and syllable manipulatives. I also follow the blogger's advice to incorporate authentic reading activities to make connections between the syllable studies and actual reading.

I also discovered many resources that are available to teach Spanish literacy skills during my literature review. I was able to locate many companies that produce Spanish literature to be used in guided reading groups, and I compared and contrasted their components and costs to determine which would be the best resource to use in my

curriculum development. I considered how many of their books were authentic Spanish literature, written and illustrated by Spanish speakers. I do not want to use many books that were translated from English because they may not represent the Spanish-speaking culture and values that I want my students to experience while reading. In addition, English leveled readers will progress through a different sequence of phonics skills compared to Spanish. Therefore, they will not focus on the same phonics and literacy skills that students learn when learning phonics and literacy skills in Spanish.

Implications

The implications of this project will inform parents, EL teachers, school administrators, and district administrators of the importance and value of teaching students to read in their first language. Parents may decide to get involved in the Spanish classes I am teaching their children, and they may continue to support their children's Spanish reading efforts at home. Other EL teachers in my district may decide to use my curriculum to teach Spanish in their schools, or they may use my curriculum development process as a guide to develop their own curriculum to teach literacy skills to students who have other home languages. Administrators in my school may support my efforts to teach native language literacy skills to our students once they see how valuable it is for ELs. My district does not currently have any dual-language immersion schools, but based on the research I conducted, they may decide to incorporate dual-language programs into our schools.

Limitations

One limitation that occurred while developing my curriculum was that the lessons do not progress as quickly as I originally thought they would. I planned to conclude

phonics lessons within the first ten lessons and start focusing on more of the reading comprehension skills from WIDA's Spanish Language Arts (SLA) Standards. However, since each class session is just an hour long, I only want to focus on one syllable combination per lesson, so it will take most of the twenty lessons to teach and practice all of the syllables. I will be able to focus on reading strategies during guided reading lessons though, so that will help to incorporate more aspects of the SLA Standards than just the decoding part.

Another limitation to the project is that I am not able to assess the students' Spanish reading abilities at this time; I will have to wait until school starts in the fall. That means that I do not know what levels to plan for, how well students are already able to read in Spanish, and what weaknesses they may have in order to plan guided reading lessons. Once leveling is complete in the fall, I can do the guided reading plans and purchase more books at the levels needed.

Future Research Projects

I will be able to use my project to continue researching the benefits of first language literacy on literacy in English, which was my original idea for my master's capstone. When I first started thinking about a research project for my capstone, I wanted to teach my Spanish-speaking students to read in Spanish in order to see if it would improve their reading abilities in English. Now that I have developed my curriculum, I can use it to teach my students to read in Spanish and collect data on their reading progress in both English and Spanish.

Additionally, my curriculum development project is only for after-school classes offered in the fall. I could choose to continue with my curriculum and teach another

session during the after-school class session in the spring. I could decide to reteach my current lessons with a new group of students, or I could continue with the same students and work on higher-order thinking skills.

Other educators could also use my curriculum to teach Spanish reading skills to Spanish-speakers in their schools, or teachers who speak other languages could use my curriculum as a basis for a curriculum that teaches students to read in a different language. I would recommend that they focus on one reading skill at a time when they are starting their curriculum so their project does not become too broad. I would also recommend that they research many different curriculum companies and teaching strategies to find ones that work best for their language of instruction, students, and teaching environment. It was helpful for me to see what different companies had to offer so I could decide what would be best for a heritage language program that meets for a short time after school. I found that comprehensive reading curricula had too many components at too high of a price for my needs. Due to my limited time for teaching, I only needed components for phonics instruction and guided reading groups.

Communicating Results

I will need to share my project with stakeholders in my school and district, including parents, school and district EL teachers, and school administrators. To share my project with parents in my school, I will send home a letter and survey (Appendix D) to inform them of the classes I will be teaching and to find out which parents are interested in having their children take part in the classes. I will share my project with EL teachers in my school during beginning-of-the-year department meetings. I will talk with our district EL Teaching and Learning Specialist and ask if I can share my project at a

district EL team meeting and make it available to teachers at other schools. I will have a meeting with my principal and the teacher in charge of the after-school program to share the proposal of teaching my curriculum during the after-school classes.

Benefit to Profession

This curriculum can be used by other teachers who want to support literacy skills in their Spanish-speaking students' first language in a heritage language program. Many of the heritage language programs I came across in my research were for high school students who wanted to earn foreign language credit (classes such as Spanish for Spanish Speakers). The elementary heritage language programs I found were usually run by community organizations or parents who had little or no educational background. Other elementary programs I found were in two-way (or dual) bilingual immersion schools or bilingual education schools where students are immersed in the target language for most of the school day. I was not able to find other heritage language after-school programs that were researched, developed, planned, and taught by licensed educators. Therefore, other educators wanting to support native-language literacy skills in Spanish can utilize this curriculum, as well.

Conclusion

This chapter was a reflection on the creation of my curriculum development project. I began by sharing the purpose of my project, which was to teach my Spanish-speaking students to read in Spanish, and my research question: *What materials are most effective in teaching beginning Spanish literacy to native Spanish speakers in second and third grade to build a strong literacy foundation in their first language?* Then I described the major learnings that took place during the process of completing the project. Next, I

reflected on which parts of my literature review were most helpful and influential to the development of my curriculum. I went on to describe the implications and limitations of my project and possible future research that could be conducted based on my project. Finally, I explained my plan for sharing my project with stakeholders and how this project will benefit others in the ESL profession.

In conclusion, through the development of my curriculum, I achieved the purpose of my project and found an answer to my research question. I researched different teaching methods and programs for teaching Spanish literacy skills and used that to create my own curriculum to teach heritage language classes to my Spanish-speaking students.

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Appendix A: Parent Initial Interest Survey

¿Le gustaría que su hijo sea capaz de leer en español o mejorar su lectura en español?

Queridas familias de Evergreen,

Me llamo Kelly Kum, y soy maestra de inglés como segunda idioma (ESL) en la escuela Evergreen. Estoy trabajando en mi maestría en inglés como segunda idioma (ESL) a través de la Universidad de Hamline. Como parte de mi proyecto final, estoy desarrollando un plan de estudios para enseñar a los estudiantes hispanohablantes a leer en español. La investigación ha demonstrado que los estudiantes que pueden leer en su primer idioma tienen más facilidad para aprender a leer en inglés. Espero enseñar estas clases en la escuela Evergreen durante el programa después de las clases que se llama "PAWS" en el otoño. Le escribo para ver si usted está interesado en que su hijo/a asista a estas clases. Por favor responda a la pregunta de la encuesta a continuación para mostrar su interés y recuérdele a su hijo/a que me devuelva el formulario. ¡Muchas gracias por su tiempo!

¿Le interesaría que su hijo/a participe en clases de lectura en español después de clases en el otoño?

_____ Sí _____ No

Would You Like Your Child to Be Able to Read in Spanish or to Improve His/Her Reading in Spanish?

Dear Evergreen Families,

My name is Kelly Kum, and I am an ESL teacher at Evergreen. I am currently working on my Master's in ESL through Hamline University. As part of my final project, I am developing a curriculum to teach Spanish-speaking students to read in Spanish because research has shown that students who are able to read in their first language have an easier time gaining proficiency at reading in English. I hope to teach these classes at Evergreen during the PAWS after-school program in the fall. I am writing to you to see if you are interested in having your child(ren) attend these classes. Please respond to the survey question below to show your interest and have your child return the form to me. I will send another survey home in the fall to select students for the class. Thank you for your time!

Would you be interested in your child taking part in after-school Spanish literacy classes in the fall?

_____ Yes _____ No

Appendix B: WIDA Spanish Language Arts Standards

1. READING AND LITERATURE: Read and respond to literature and other writings representative of Spanish-speaking societies.

Rationale: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and numerous other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

A. Apply reading strategies to improve understanding of Spanish printed text

EARLY ELEMENTARY
1.A.1a Demonstrate understanding of concepts of print (e.g. parts of a book, title, author, left-right tracking, top-bottom).
1.A.1b Apply word analysis skills, (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, diérisis, and tildes) to decode new words.
1.A.1c Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
1.A.1d Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
1.A.1e Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.
1.A.1f Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
1.A.1g Read aloud grade appropriate material with fluency and accuracy.
1.A.1h Use information to form questions and verify predictions.

WIDA. (2005). *Spanish language arts standards*. Madison, WI: Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium.

Appendix C: Lesson Plan Template

Date:	**Lesson**
Standards:	
Essential Question(s):	
Lesson Objective:	
Teacher Preparation:	
Additional materials:	
Whole-group lesson:	
Guided reading lesson, group 1:	
Guided reading lesson, group 2:	
Word work:	

RAZ Kids:
Other:
Assessment – How will I know the students have learned?
Reflections on lesson - (What went well, what could be better?)

Appendix D: Parent Information Survey

¿Le gustaría que su hijo sea capaz de leer en español o mejorar su lectura en español?

Queridas familias de Evergreen,

Me llamo Kelly Kum, y soy maestra de inglés como segunda idioma (ESL) en la escuela Evergreen. Recientemente completé mi maestría en inglés como segunda idioma (ESL) a través de la Universidad de Hamline. Como parte de mi proyecto final, desarrollé un plan de estudios para enseñar a los estudiantes hispanohablantes a leer en español. La investigación ha demonstrado que los estudiantes que pueden leer en su primer idioma tienen más facilidad para aprender a leer en inglés. Voy a enseñar estas clases en la escuela Evergreen durante el programa después de las clases que se llama "PAWS" empezando en octubre. Le escribo para ver si usted está interesado en que su hijo/a asista a estas clases. Por favor responda a las preguntas de la encuesta a continuación para mostrar su interés y para saber más sobre su hijo(a). Su hijo/a puede devolver el formulario a mí. ¡Muchas gracias por su tiempo!

¿Le interesaría que su hijo/a participe en clases de lectura en español después de clases en el otoño?

_____ Sí _____ No

¿Con qué frequencia habla su hijo/a español en casa?

_____ La mayor parte del tiempo _____ La mitad del tiempo _____ No mucho

¿Usted tiene libros favoritos en español que usted leyó cuando era niño/a o que usted lee a sus hijos?

¿Usted tiene interés en ser voluntario durante el programa PAWS y leer en español a pequeños grupos de estudiantes?

_____ Sí **_____ No**

¿Podrá usted practicar la lectura en español en casa con su hijo/a todos los días?

_____ Sí **_____ No**

Would You Like Your Child to Be Able to Read in Spanish or to Improve His/Her Reading in Spanish?

Dear Evergreen Families,

My name is Kelly Kum, and I am an ESL teacher at Evergreen. I recently completed my Master's in ESL through Hamline University. As part of my final project, I developed a curriculum to teach Spanish-speaking students to read in Spanish because research has shown that students who are able to read in their first language have an easier time learning to read in English. I will be teaching these classes at Evergreen during the PAWS after-school program beginning in October. I am writing to you to see if you are interested in having your child(ren) attend these classes. Please respond to the survey questions below to show your interest and so I will know more about your child(ren). Please have your child return the form to me. Thank you for your time!

Are you interested in having your child(ren) take part in an after-school Spanish literacy class during PAWS this fall?

_____ Yes **_____ No**

How often do(es) your child(ren) speak in Spanish at home?

_____ Most of the time **_____ About half the time** **_____ Not very often**

Do you have any favorite books in Spanish that you read growing up or that you read to your children?

Are you interested in volunteering during the PAWS program and reading in Spanish to small groups of students?

_____ Yes **_____ No**

Will you be able to practice reading in Spanish at home with your child(ren) every day?

_____ Yes **_____ No**